Teaching and Learning

USOE

September 3, 2010

Canyons District Office

Who Are We?

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Teaching and Learning

Curriculum

Common Core
Literacy
Math
CORE

Educator Licensing

License Renewal
Endorsements
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What are we about?

Promises to Keep

The Mission of Public Education
Utah's public education system keeps its constitutional promise by:
• Ensuring literacy and numeracy for all Utah children.
• Providing high quality instruction for all Utah children.
• Establishing curriculum with high standards and relevance for all Utah children.
• Requiring effective assessment

Continuum of Support for Educators

The Multi-State Consortium:

REVISIONING

A Professional Educator Continuum

ETS · nsdc

First-Stage
Preparatory Practitioner

PREPARATORY PRACTITIONERS – WHO ARE THEY?

Those seeking to become teachers who …
- Participate in an accredited preparatory program at a college/university
- Engage in other state approved pathways to teaching
- Engage in ongoing learning

RECOMMENDATIONS FOR ENHANCING PREPARATORY PRACTITIONER DEVELOPMENT
- Include early field experiences in all preparation programs within cross-level cohorts and in a variety of school/community backed settings
- Examine cohort exemplary cohort models
- Use performance assessments for exiting a preparation program
- Build professional growth plans based on feedback from a career inventory and assessment results
- Implement innovative internships, professional development school models, and other school-based programs for preparing teachers
- Explore multiple models that incentivize student teaching and create a more authentic experience

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Second-Stage Continuum of Practice
Novice Practitioner

NOVICE PRACTITIONERS – WHO ARE THEY?

Teachers who ….
- Have a teaching position with an initial license
- Focus on student and personal growth
- Enroll in an alternative program, available from state approved service providers, for professionals from other fields moving to teaching
- Develop an awareness of self-efficacy
- Engage in professional learning designed to continue the development of novice practitioners
- Apprentice in collaborative communities
- Receive support from mentoring and induction programs
- Develop and refine instructional skills within their classroom
- Are teaching a content area or developmental level for the first time

RECOMMENDATIONS FOR ENHANCING NOVICE PRACTITIONER DEVELOPMENT
- Require classroom support from compensated, trained mentors
- Provide release time for novice and mentor to meet
- Offer release time to observe experienced teachers in practice
- Provide opportunities to serve as co-teacher with experienced teachers
- Implement teacher-as-researcher model

Third-Stage Continuum of Practice
Developing Practitioner

DEVELOPING PRACTITIONERS – WHO ARE THEY?

Teachers who ….
- Have a teaching position with a license, preparing for next level of licensure
- Are a consumer of, and contributor to, professional learning
- Develop an awareness of how personal growth impacts student growth
- Differentiate instruction based on knowledge of students
- Develop and refine self-efficacy
- Engage in professional learning focused on personal needs informed by own practice
- Initiate a community of learners
- Explore emerging leadership skills and opportunities
- Are teaching a content area or developmental level for the first time

RECOMMENDATIONS FOR ENHANCING DEVELOPING PRACTITIONER DEVELOPMENT
- Provide release time for career advancement including shadowing, observation, etc.
- Offer distributed leadership opportunities (i.e., learning teams)
- Engage in authentic and reflective teacher evaluation
- Provide opportunities for advancing along various career pathways
- Provide meaningful observations of practice with constructive feedback

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Fourth-Stage Continuum of Practice
Experienced Practitioner

EXPERIENCED PRACTITIONERS – WHO ARE THEY?

Teachers who ….
- Have a teaching position with a professional license
- Seek opportunities for leadership roles, both formal and informal
- Engage in contributing to learning of colleagues
- Promote growth in others to impact student learning
- Lead by demonstrating refined knowledge of students to help others differentiate instruction
- Influence the efficacy of others
- Inform and lead others' professional growth
- Lead collaborative communities
- Mentor novice and developing educators
- Serve as change agents and advocates
- Invest in education as a professional career choice
- Conduct formative observations of others

RECOMMENDATIONS FOR ENHANCING EXPERIENCED PRACTITIONER DEVELOPMENT
- Differentiate staffing options and compensation
- Provide release time for experienced practitioners who serve as mentors to work with novice teachers
- Distribute leadership through meaningful opportunities (i.e., learning teams)
- Provide ongoing and continued professional learning
- Develop partnerships to expand opportunities for developing content knowledge and supporting the whole child
- Build relationships to establish partnerships with the local and global community
- Provide opportunities for facilitating professional learning within school districts and IHEs
- Promote job sharing within districts, among districts, and with IHE faculty for the purpose of providing release time for leadership activities and professional support for others

Race to the Top Initiatives

Common Core

- ELA – Reed Spencer

- Mathematics – David Smith

- Testing – Syd Dickson

Common Core - English Language Arts

Common Core State Standards in Mathematics

Not just a new set of standards

Rather, a rare opportunity for major reforms in mathematical teaching and learning

To most outsiders, modern mathematics is unknown territory. Its borders are protected by dense thickets of technical terms; its landscapes are a mass of indecipherable equations and incomprehensible concepts. Few realize that the world of modern mathematics is rich with vivid images and provocative ideas. ~Ivars Peterson
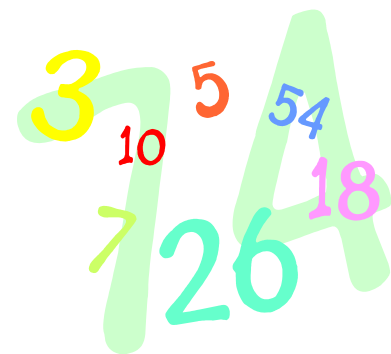
Moving Mathematics Ahead

- Core Curriculum Surrounding the Standards
  - Curriculum Framework that provides teachers with big ideas, the unpacking of the standard into what students need to know, understand, and do, resources for teaching, levels of mathematical tasks, teaching strategies, integration of mathematical practice standards into teaching and learning, ideas for formative assessments (assessments for learning)

Moving Mathematics Ahead

- Professional Development
  - Best practices in content
  - Best practices in pedagogy
  - Content knowledge of teachers, principals, coaches, and trainers
  - Planning, organizing, and managing the mathematics classroom
  - Assessment practices in the classroom
  - Using data to impact instruction

Moving Mathematics Ahead

- Professional Development (continued)
  - Tracking student learning
  - Interventions for struggling and advanced students
  - Working with parents
  - For trainers – reaching level 4 on Guskey's levels
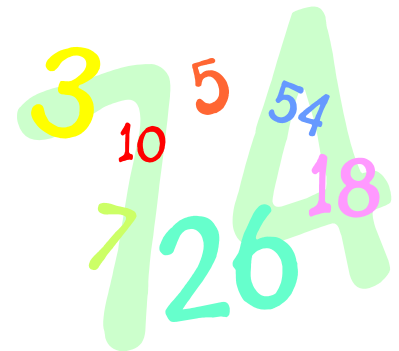 - For rural schools
  - For administrators

Moving Mathematics Ahead

- Articulation with Higher Education
  - Teacher preparation
  - College ready high school grads
  - Career ready high school grads
  - Collaboration on professional development

Table Discussion

- What are your concerns about implementation of the CCSS in your LEA?
  - Professional development
  - Resources
  - Teacher issues (content knowledge, pedagogy, etc.)

You may be an engineer if your idea of good interpersonal communication means getting the decimal point in the right place. ~Author Unknown

Mathematics Implementation

	K	1	2	3	4	5	6	7	8	9	10	11	
2010-2011	1. Decisions on additions to standards. 2. Mapping: Develop curriculum framework 3. Ancillary materials & information. 4. Course Development 5. Performance Expectations 6. Credit and Graduation Pathways 7. Interventions, Advancement, ELL Learners 8. Design assistance and input. 9. Articulation with IHE.												CRT
2011-2012	1. Continue design activities 2. Core Academy focused on mathematics 3. Professional development for administrators, teachers, other stakeholders 4. Spring: Public comment and adoption of new core curriculum						Professional Development and			Professional Development and			CRT
2012-2013	Professional Development and Implementation												CRT
2013-2014													CRT/Pilot
2014-2015													Operational Assessment

Language Arts Implementation

	K	1	2	3	4	5	6	7	8	9	10	11	
2010-2011	1. Decisions on additions to standards. 2. Mapping: Develop curriculum framework 3. Ancillary materials & information. 4. Course Development 5. Performance Expectations 6. Credit and Graduation Pathways 7. Interventions, Advancement, ELL Learners 8. Design assistance and input. 9. Articulation with IHE. 10. Spring: Public comment and adopt new core curriculum 11. Core Academy Focused on Language Arts 12. Begin Professional Development												CRT
2011-2012	Professional Development and Implementation							Utah Core	Professional Development and Implementation				CRT
2012-2013	Professional Development and Implementation												CRT
2013-2014	Professional Development and Implementation												CRT/Pilot
2014-2015	Professional Development and Implementation												Operational Assessment

Course Models for Secondary Math

Neither model prescribes pedagogy.
Both models cover the same standards.

Traditional

- Mathematics strands taught separately, one each year

- Familiar course names (although content has changed)

International

- Interweaves mathematics strands: number, algebra, geometry, statistics

- Typically titled Secondary I, II, III

The sum of the square roots of any two sides of an isosceles triangle is equal to the square root of the remaining side. Oh joy! Rapture! I got a brain!

International Model

Secondary I ————————→ **Secondary II** ————————→ **Secondary III**

- Linear and exponential relationships
- Linear data
- Congruence & Constructions
- Coordinate Geometry

- Quadratics
- Polynomial expressions and equations
- Probability
- Similarity & Proof
- Circles

- Inferences with data
- Polynomial, rational & radical relationships
- Unit circle and trig functions
- Modeling

Traditional Model

Algebra ————————→ **Geometry** ————————→ **Algebra 2**

- Fluency in linear algebra and data in linear models
- Exponentials
- Quadratics

- Congruence, Proof, Constructions
- Similarity & Trig
- 3-D
- Coordinate Geometry
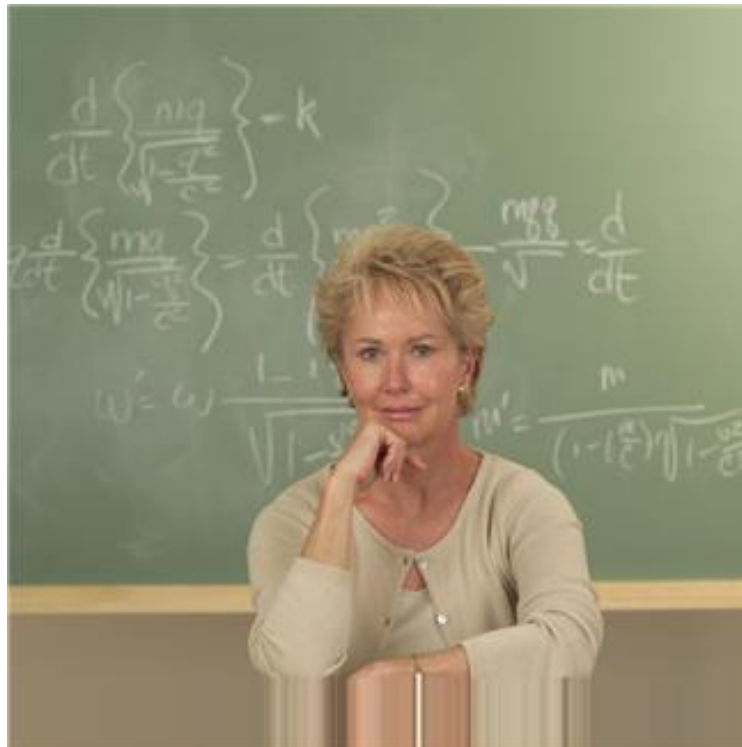- Circles
- Probability

- Polynomial, rational & radical functions
- Unit circle and trig functions
- Modeling
- Inferences with data

Whole Group Discussion

- Traditional Model vs. International Model

How should we accelerate for calculus preparation?

Acceleration to Calculus

Middle School Models

- Compress 7th, 8th, and I
  - Included in Pathways
  - Maintains status quo
  - Leads to Precalculus in 11th

- Compress 8th, I & II
  - Delays selection
  - May span two schools
  - Leads to Precalculus in 11th

High School Models

- Compress I, II, &III
  - May span 2 schools
  - Courses are not currently defined
  - Leads to Precalculus in 11th

- Honors I, II, & III
  - Allows for easier out
  - Courses remain distinct
  - Stronger element of equity
  - Leads to Calculus in 12th

Table Discussion

- What are the challenges and benefits of each acceleration model?

- Do you have a preference?

OnTrack – Professional Development

Robert Austin

Update on WIDA Standards

Brenda Burrell

English Language Proficiency Standards for Utah

WIDA Standards

WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

Curriculum Directors Meeting

September 3, 2010

Brenda J. Burrell, Ed.D.

Presenter

Five WIDA ELP Standards

<u>Standard 1</u>: English language learners communicate for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
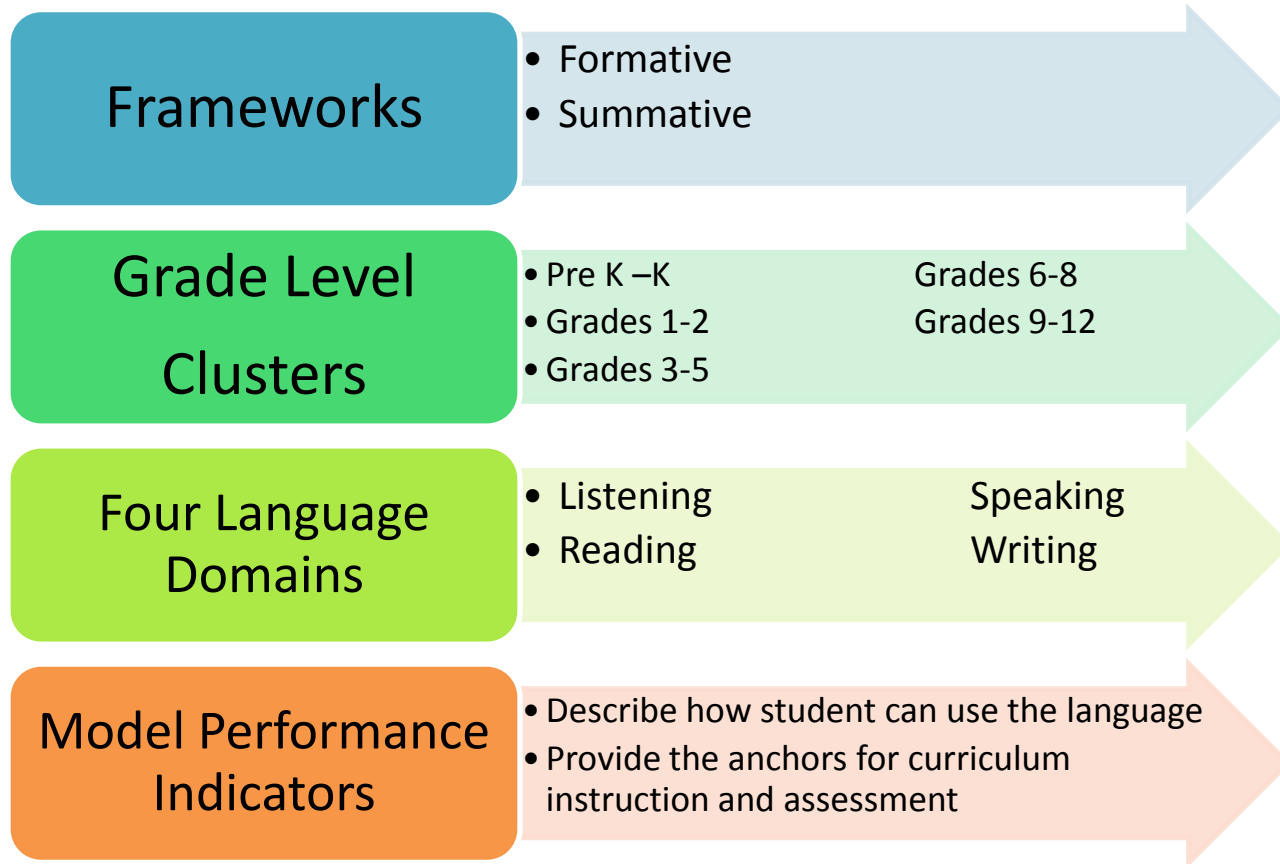
<u>Standard 2</u> : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

<u>Standard 3</u> : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

<u>Standard 4</u> : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

<u>Standard 5</u> : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The WIDA Standards are organized by…

Frameworks
- Formative
- Summative

Grade Level Clusters
- Pre K –K
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Four Language Domains
- Listening
- Reading
- Speaking
- Writing

Model Performance Indicators
- Describe how student can use the language
- Provide the anchors for curriculum instruction and assessment

Organization of MPIs within Standards

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse	Level 6- Reaching
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions of board or video games)	Infer information on socially-related topics from text	
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

MPI

STRAND

ELP Standard 1: Social and Instructional Language, Summative Framework

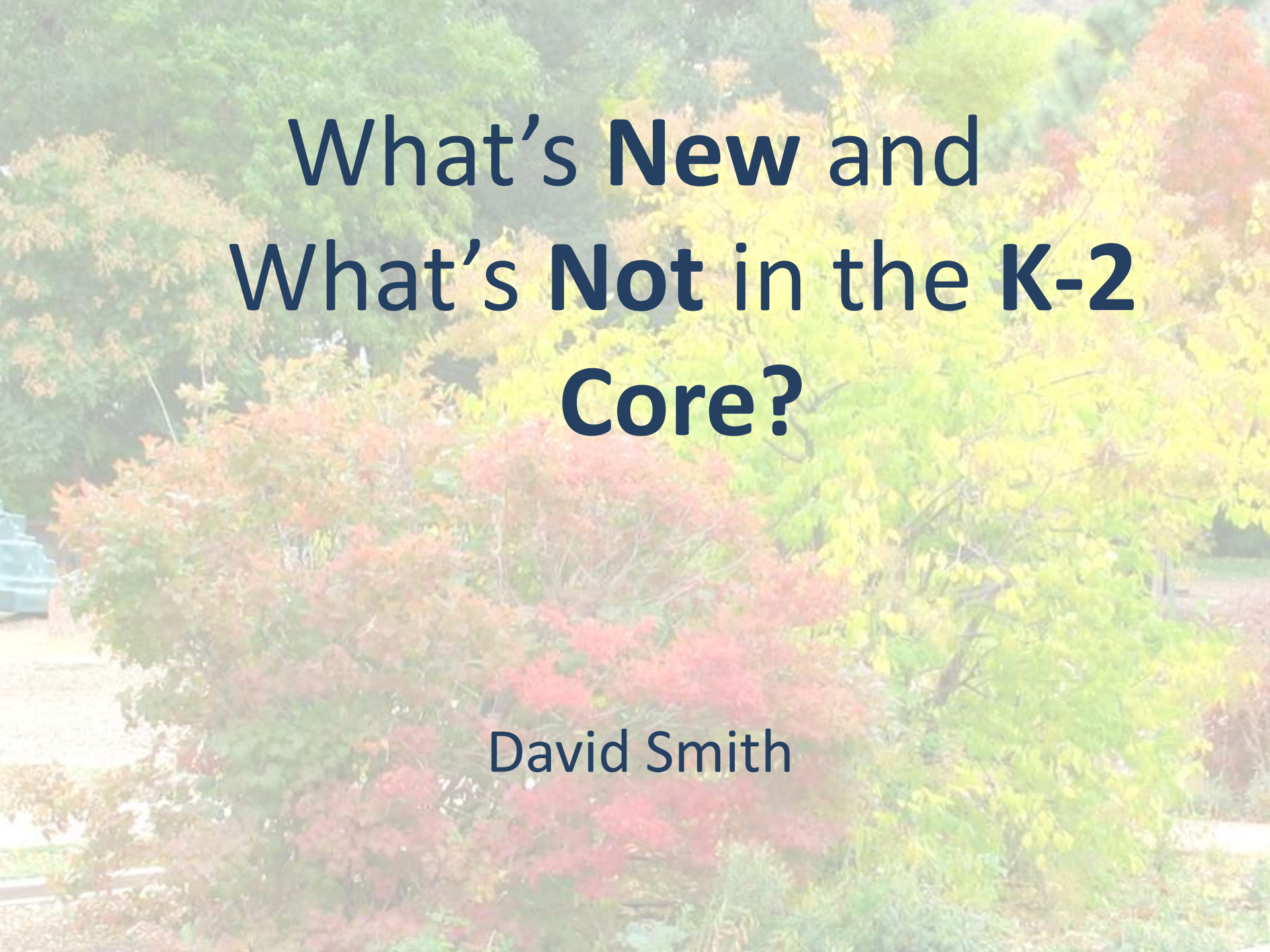**Grades 6-8**

WIDA CONSORTIUM

The WIDA Standards are a part of the toolkit we use to teach ALL the students. Trainings is available to assist teachers with integrating these standards into their daily classroom lesson plans and practices.

Reed Spencer

Senate
Bill 150

What's **New** and What's **Not** in the **K-2 Core?**

David Smith

K-2 Social Studies Lesson Plans

Robert Austin

Dual Immersion

Gregg Roberts

Dual Immersion Program

- **40 Programs for 2010-11 School Year**
  - **14 Mandarin Chinese**
  - **6 French**
  - **20 Spanish**

* 11 other Spanish immersion programs of varying models

USOE Support Update

- **World Language Endorsement**
  - **(Chinese, French, German, Spanish)**
- **Dual Immersion Endorsement**
  - **Required for the 2nd Language Teacher**
    - **(effective the 2011-12 School Year)**
- **ARL – Robyn Roberts**
- **CACTUS – Travis Rawlings**
- **International Guest Teachers – Robert Austin**
- **Programs PD & Support – Gregg Roberts**

High Ability Learners

Moya Kessig

Proposed Science Endorsement Change

Current

- Integrated Science Endorsement
- Endorsement for 7th, 8th, & ESS
- Fulfills needs for past school years as well as the 2010-2011 school year

Proposed

- Middle School Science Endorsement
- Endorsement for 7th & 8th science
- ESS will require an Environmental Science or Earth Science endorsement
- Implement for the 2011-2012 school year; gives educators/LEA's 1 year to prepare for change

Integrated Science Endorsement	Middle School Science Endorsement
• Current endorsement, fulfills requirement for 7th/8th/ESS • Requires educators with current science endorsements to be placed on additional SAEP's • Recently graduate college science majors expected to return to school for up to an additional 12-16 credit hours to earn this endorsement • No institute of Higher Ed currently offers a degree in 'integrated science' & one Utah institute looked into offering the degree, but found that it would require an additional 2 years of science to complete the degree	• Proposed endorsement would fulfill the requirement for 7th and 8th grade science • Requires educator with current science endorsement to pass the General Science Praxis exam to earn the new MSS endorsement • Recently graduated college science majors could be recommended for both their subject area endorsement as well as the MSS endorsement from the University upon graduation (with a passing score on the Praxis) • Allows science educators to be HQ for 7th & 8th grade by degree and exam instead of requiring costly, additional coursework.

Fine Arts: Roles and Responsibilities

Sydnee Dickson

USOE Approved
Applied and Advanced Mathematics Courses

Diana Suddreth

Mathematical Decision Making for Life (Replaces Discrete Math)

Modern Mathematics (Formerly Quantitative Analysis)

College Prep Math

Introductory Calculus
Introductory Statistics

Mathematics of Personal Finance [2006] (PDF)

Algebra A & B
Mathematics Essentials (Formerly Basic Skills)

Accounting I & II
Computer Programming

AP Calculus AB & BC
AP Statistics
Mathematics Concurrent Enrollment

http://www.schools.utah.gov/curr/Math/Sec/CoreRes.htm

Information Items

- Sex, drugs, rock and roll

- Instructional material survey

- Multi-media learning sites

- NING site

- Web calendar

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Welcome

Welcome to the new Curriculum Directors professional networking page, sponsored by USOE Teaching and Learning. We hope this will be an effective way to communicate more frequently with one another by sharing resources, checking in for support and accessing documents without searching through paper files.

The success of this site is dependent on meeting your needs. We want to know your thoughts about this new form of interaction. What would entice you to use this site?

Posted by me on August 27, 2010 at 9:00pm

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Sydnee Dickson

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Future Meetings

Jordan Auxiliary Service Building

7905 S Redwood Road

8:30 a.m. – 4:00 p.m.

Tuesday, November 30

Wednesday, January 5

Wednesday, March 9